



Research Paper

The Educational Thoughts of Dr. Mr. Teuku Haji Moehammad Hasan and His Role in Educating the Nation's Children

Muhammad Nur¹, Septian Fatianda¹ , Abubakar¹, Irwan¹, Fitriani¹, Ida Hasanah¹

¹History Education, Universitas Serambi Mekkah, Banda Aceh 23123, Indonesia

 septianfatianda@serambimekkah.ac.id

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Abstract

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Teuku Moehammad Hasan was a national hero and fighter from Aceh who played a major role in the independence process of the Republic of Indonesia. Before independence, he was a member of the Investigating Committee for Preparatory Work for Indonesian Independence (BPUPKI), a body formed by the Japanese government to prepare for Indonesian independence. After Indonesia's independence, Teuku Moehammad Hasan was appointed as the first Governor of Sumatra by President Soekarno. Hasan is generally considered a fighter in politics, but not many people know that he also made a major contribution to the development of education. This study uses a historical method with four steps, namely heuristics (collecting sources), source verification, interpretation, and historiography. The results of the study show that Hasan has had a serious interest in the world of education. This is proven by the inauguration of the Atjehsch Studiefonds Committee in Kutaraja, establishing the Taman Siswa School in Kutaraja in 1937, serving as Minister of Education, Culture, and Teaching, and establishing a campus called Serambi Mekkah University which has become a place to produce great scholars and masters to educate the nation's children.

Keywords: Teuku Moehammad Hasan; Serambi Mekkah University; Educational legacy, Aceh, Indonesian independence, Historical method

1. Introduction

Aceh has many figures who fought for independence, from the colonial era to the post-independence era. This is not without reason, because Aceh is a region rich in historical value, so the spirit of struggle continues to be passed down from generation to generation. One of the figures who has left his mark on history is Dr. Mr. Teuku Haji Moehammad Hasan or Teuku Moehammad Hasan. He was a national hero and figure who was born in Sigli, Aceh in 1906.



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Teuku Moehammad Hasan is also known as an important figure in Indonesian history, who played a major role in the process of independence and the formation of the Indonesian state [1]. At the age of 25, T.M. Hasan decided to study at Leiden University in the Netherlands. While in the Netherlands, he joined the Indonesian Association led by Moehammad Hatta, Ali Sastroamidjojo, Abdul Madjid Djodiningrat, and Nasir Datuk Pamuntjak [2]. In addition to his activities as a student, Hasan was also an activist, organizing activities in the city and other cities in the Netherlands. There, he earned a Meester in de Rechten (Master of Law) degree in 1933 [3].

Before independence, he was a member of the Indonesian Independence Preparatory Investigation Committee (BPUPKI), an agency formed by the Japanese government to prepare for Indonesian independence. His role in BPUPKI was very important in formulating the foundations of the Indonesian state [4]. After Indonesia's independence, Teuku Moehammad Hasan was appointed as the first Governor of Sumatra in 1945. As governor, he led efforts to defend Sumatra's independence from the threat of Dutch colonial return [3].

Teuku Moehammad Hasan has long been known as a fighter or activist in the political world, but in reality, he was also a thinker with a keen interest in education. As an alumnus of a school in the Netherlands, his educational thinking was well constructed, so he was entrusted with the position of Minister of Education and Teaching of Indonesia. In this role, he participated in developing the education system in Indonesia, which had just gained independence at that time. Teuku Moehammad Hasan's seriousness in advancing education was proven by the establishment of the Serambi Mekkah Development Foundation (YPSM) in 1984, which was followed by the official establishment of Serambi Mekkah University in 1985. This campus has become a place for Teuku Moehammad Hasan to devote himself to developing the education of the nation's children.

Based on the historical facts above, this article aims to take a deeper look at the educational thoughts of this independence fighter. The urgency of this article is to highlight the historical narrative of Teuku Moehammad Hasan, a figure who has contributed greatly to the Serambi Mekkah University campus, so that further research on the life of this figure is needed. The literature that has developed recognizes Teuku Moehammad Hasan as a freedom fighter and the first Governor of Sumatra, but there is still a lack of literature and historical narratives that reveal him as a figure who has produced many brilliant thoughts and ideas for the advancement of education in Indonesia. From the results of the literature review, several writings were found that have discussed this topic, namely: Research on Teuku Moehammad Hasan has been conducted by several authors, including in the book by Purwoko (1995) "Dr. Mr. Teuku H. Moehammad Hasan, One of the Founders of the Republic of Indonesia and Leader of the Nation". This book discusses his life journey and his role as one of the founders of the Republic of Indonesia. Then, in Teuku M. Isa (1999) "Mr. Teuku Moehammad Hasan: From Aceh to Unifier of the Nation," this book discusses the struggle of an Acehnese figure in fighting for independence and discusses his role as the first Governor of Sumatra at that time.

In Sri Rahayu, et al. (2024) "The Social Revolution of East Sumatra in the Sultanate of Kota Pinang in 1946," discusses the role and duties of Teuku Moehammad Hasan as Governor of Sumatra. Then, in a book written by the Proclamation Manuscript Museum Compilation Team (2016) entitled "Dr. Mr. Teuku H. Moehammad Hasan 1906-1997," the authors discuss his political activities during the formulation of the foundations of the Indonesian state. In his own book (1985) "Sejarah Perjuangan Perminyakan Nasional" (History of the National Oil Struggle), he discusses the dynamics of oil at that time in the Republic of Indonesia [5].

2. Method

This study uses the historical method, which involves a scientific approach to systematically researching, analyzing, and reconstructing past events based on historical sources. This method aims to understand historical events accurately and provide objective interpretations [6]. There are several steps in the historical method that are used, including heuristics, which is the process of collecting historical data from both written and unwritten sources. The sources used are books, newspapers, and journals obtained from libraries and journal websites [7]. Historical archives and Dutch newspapers containing important information about the history of Teuku Moehammad Hasan were also used. The second step was verification, which was the process of selecting and verifying the historical sources that had been obtained previously. This process also involved criticism in the form of internal criticism of the content of a source and external criticism of the physical condition of a source [6].

Third is interpretation, which is the process of providing an interpretation of existing sources. This interpretation process is carried out through in-depth analysis by linking historical data with theories. This is done in order to obtain credible and accountable historical facts about the history and educational thinking of Teuku Moehammad Hasan [8]. The final step is historiography, which is the process of writing down the results of the interpretation of historical sources. This writing model is important to produce a critical historical text that can answer the questions raised in the research. This will result in a clear historical narrative about the educational thinking of Teuku Moehammad Hasan [9].

3. Result

3.1 Biography of Teuku Moehammad Hasan

Teuku Moehammad Hasan was a warrior from Aceh who was born in Gampong Peukan Sot, about 2.5 km from the city of Sigli. He was born on April 4, 1906, to a father named Teuku Bintara Pineung Ibrahim and a mother named Cut Manyak. Teuku Moehammad Hasan's parents came from a noble lineage, giving them a high social status. His father, Teuku Bintara Pineung Ibrahim, was a uleebalang (traditional leader) in Pidie. His mother was the daughter of Teuku Mahmud, a well-known cleric in Aceh at that time [4]. Teuku Moehammad Hasan grew up in an educated and religious family environment. He was taught religious knowledge and how to read the Qur'an from an early age by his uncle, Teungku M. Ali Basyah. In addition, little Hasan was also taught Arabic books by his father himself. This strong religious knowledge became valuable provision for Teuku Moehammad Hasan in living a better life in the future.

From a young age, he was taught to live a disciplined life and to be agile in his work. As a child born in a village with extensive agricultural land, Hasan was often invited by his father to learn about farming. Hasan was very happy when he was invited to walk to the fields to pick tobacco. Perhaps because of this, Teuku Moehammad Hasan was still fit and healthy even at the age of 90 [3]. Little Hasan was also taught to live frugally by his parents. When he went to school in the Netherlands, he continued to be frugal. Teuku Moehammad Hasan received 100 guilders from his parents and 50 guilders from the Dutch-managed state treasury. So, Teuku Moehammad Hasan received a total of 150 guilders. Teuku Moehammad Hasan's daily living expenses only required 100 guilders, allowing him to save 50 guilders. Therefore, it was not surprising that when Teuku Moehammad Hasan finished his studies in the Netherlands, he was able to buy a diamond to bring back to his hometown.

In his memoir, Hasan mentions that by chance he had the opportunity to take the high school entrance exam in Batavia. He was accepted into the school, which meant leaving his parents' home in 1924. Before leaving the village, Hasan married Pocut Hijo, the daughter of his father's youngest brother. They were married in Kuta Tuha, at the home of his uncle, Teuku Manyak,

also known as Teuku di Tiba. The villagers believed that anyone who married in Kuta Tuha would become a respected person. From that place, Teuku Mohammad Hasan's life took a different turn from what he had ever imagined before.



Figure 1. Photo of Teuku Moehammad Hasan
Source: ANRI Archive Catalog

3.2 Educational journey

Teuku Moehammad Hasan began his formal education at the *Volkschool* public school in Lampoeh Saka in 1915. After graduating from public school, Hasan was invited by his father to continue his education in Sigli to enter a Dutch-language elementary school, the *Europeesche Lagere School* (ELS), which was a school specifically for children of nobles and prominent people. Due to his father's status as an *uleebalang*, Hasan was accepted into the school. As one of the few Acehnese students, Hasan also learned to interact with Dutch, Indo, Manado, and Ambon children during his seven years at ELS [10]. Hasan's educational journey continued to Batavia. After three days of sailing, Hasan arrived at Tanjong Priok and moved into a room at the Pieterzoon Coen Foundation dormitory, which had been booked by the Dutch assistant resident in Sigli. At that time, the dormitory was a place of stay for students who wanted to study in Batavia. The first thing Hasan did in his new surroundings was to take the entrance exam at the Kings Wilhelmina School (KWS) and choose the water engineering (*waterbouwkunde*) major until he graduated with a Bachelor of Engineering. While studying at KWS, Hasan was often involved in field work and had many friends who often spent their weekends with him.

From his boarding school friends, Hasan also gained knowledge that he did not get at KWS. Some of his friends at MULO (*Meer Uitgebreid Lagere Onderwijs*) lent Hasan books on English, French, German, arithmetic, history, and botany. He enjoyed these new things and let his sports time be completely taken up. After three years at boarding school, Hasan began to think about continuing his education at MULO. He thought that if he "only" graduated from KWS, his chances of going on to university would be limited because he would have to work first. However, if he graduated from MULO, he could continue to AMS (*Algemeene Middlebare School*) and continue his studies. Due to his achievements at KWS, Hasan was allowed to take the MULO exam by the head of the boarding school and the director of KWS. However, at that time, there were no openings for MULO in Batavia. Hasan then took the MULO entrance exam at Douwes Dekker in Bandung and passed.

After graduating from MULO, Hasan considered leaving his education at KWS and continuing directly to AMS. However, the school's educational advisor, Duyveter, advised Hasan to complete his education at KWS. All work, said the advisor, is essentially noble. In 1928, Hasan took his final exams at KWS and graduated with honors. Armed with diplomas from MULO and KWS, Hasan enrolled at AMS in Batavia and graduated with honors in 1929, particularly in the field of algebra. With his excellent academic achievements, Hasan's future looked bright. Through conversations with Teuku Hanafiah, the son of an Acehese uleebalang who was studying at RHS (Law College) in Batavia, Hasan became interested in studying law. It was clear that Hanafiah had influenced Hasan's choice of major. In a "provocative" manner, Hanafiah said that if Hasan chose engineering and became a great engineer, he would "only" build bridges. If he chose literature, he would be remembered for his beautiful poems. However, if he chose law, the result would be Indonesia's independence [10].

Encouraged by Hanafiah's influence, Hasan continued his education at RHS. In 1930, he passed the candidate I exam and a year later the candidate II exam and obtained a bachelor's degree. Finally, in 1931, Hasan succeeded in realizing his big dream of going to the Netherlands. Before leaving, he took the time to return to his parents' house in Lampoh Saka and say goodbye to his family. He also said goodbye to the governor of Aceh, Dr. Van Aken, in Kutaraja. His wife, children, father and mother, as well as other members of the uleebalang family, such as Teuku Hasan Glumpang Payong, accompanied Hasan to the port of Sabang. On board the Willem Rujs ship on his way to the Netherlands, Hasan met a fellow Acehese migrant, Teuku Tahir, who was going to study engineering in Delft. Upon arriving in the Netherlands, with The Hague as their first destination, Hasan and Tahir were welcomed by Acehese students Teuku A. Hamid, Teuku Nyak Arif, and Anwar Ahmad. For one day, Hasan was given an explanation about life in the Netherlands and was introduced to the Leiden University campus, which was about 16 kilometers from The Hague.

At Leiden University (or Rijksuniversiteit), Hasan enrolled in the Dutch East Indies Law Department. Hasan was fortunate to be able to study directly from renowned experts in colonial law and culture, such as Van Vollenhoven, Cleverings, Van den Berg, Kern, and Snouck Hurgronje. He gained many scientific perspectives on various topics, ranging from customary law, Islamic history, Malay language, Arabic language and interpretation, as well as analysis of Arabic newspapers. While studying in the Netherlands, Hasan joined the Indonesian Student Association (PPI), which was led by Muhammad Hatta, Ali Sastroamidjojo, Abdul Madjid Djodjodiningrat, and Nasir Datuk Pamuntjak. In addition to his activities as a student, Hasan was also an active activist who organized and voiced the interests of the people both in the city and in other cities in the Netherlands [4].

In mid-1933, Teuku Moehammad Hasan began preparing for his final exams at the Faculty of Law. There, he was required to master the lecture notes and observe the exams of his fellow students. After passing courses in customary law, commercial law, and civil procedure law, Hasan faced his final exams in November 1933 before an open committee witnessed by friends from Indonesia and the Netherlands. Before the onset of winter, Teuku Mohammad Hasan returned to Aceh with a master's degree in law.

3.3 The political career of Teuku Moehammad Hasan

Teuku Moehammad Hasan had an interesting political career. After returning from the Netherlands, Hasan participated in the struggle for Indonesian independence. During the Japanese occupation, Hasan was assigned to work at the Tinzukyoku office led by Mangaraja Soangkupon. His job was to receive people from Tanah Karo, Simalungun, Deli Serdang, and other areas who came to file complaints before being handed over to the East Sumatra Military

Regiment. Driven by the desire to achieve Indonesian independence, Hasan later became the treasurer of Bompas or the Agency for Assisting the Great Eastern War in Medan. This agency was chaired by Karim M.S., Moh Yusuf, Dr. Pirngadi, Dr. Abdul Manaf, and Sugondo Kartoprodjo. A year after the declaration of independence, Hasan was asked by Somubuco Handa to join the PPKI (Indonesian Independence Preparatory Committee) as a delegate from Sumatra (Syamsuddin, 1998). He accepted the request and departed on August 13, 1945, with Dr. Amir to Jakarta. This appointment marked a new chapter in the life of Teuku Mohammad Hasan [1].

During the formulation of the 1945 Constitution, there was a heated debate among members regarding the wording of the first principle. The words "with the obligation to implement Islamic law for its adherents" were protested by people in Eastern Indonesia. After that, a decision was made to remove the seven words with the aim that the 1945 Constitution and Pancasila would truly be able to accommodate all ethnic and religious interests in Indonesia. Earlier, on the morning of August 18, before the Preparatory Committee meeting began, Hatta invited members of the Committee who were considered to be Muslim to review the formulation of the seven words, namely the obligation to implement Sharia law. The Islamic representatives who were invited by consisted of Ki Bagus, Kyai Wahid Hasjim, Kasman Singodimedjo, and Teuku Moehammad Hasan from Sumatra.

Teuku Moehammad Hasan was invited because of his religious life and his good relations with Islamic circles in the region. It was also hoped that he could explain the issue of removing the seven words to the Muslim population in Sumatra. Teuku Moehammad Hasan was able to use his diplomatic skills and knowledge of Islam to persuade Ki Bagus Hadikusumo to accept the suggestion to remove the seven words. In the end, Ki Bagus Hadikusumo accepted Teuku Moehammad Hasan's suggestion. Moreover, Teuku Moehammad Hasan explained that "we don't need to be afraid, considering that 90% of the population is Muslim. If we are many, we don't need to worry, the important thing is to gain independence first. After that, it is up to us where we want to take this country." Apparently, Teuku Moehammad Hasan's words touched Ki Bagus Hadikusumo's heart, and he accepted them.

Teuku Moehammad Hasan's political career continued, and due to his leadership and wisdom, on September 29, 1945, he was appointed by President Soekarno to fill the position of Governor of Sumatra. Soekarno's consideration in appointing Hasan was because he had a good educational background as a graduate of Meester in de Rechten (Mr) and good knowledge in the field of government systems [3]. The first step he took as governor was to appoint residents and mayors for all of Sumatra. He also issued an instruction to all residents and government agencies to fly the red and white flag as a symbol of independence. The instruction was issued on October 4, 1945 [11].

During the second Dutch military aggression in 1948, which caused chaos in the Republic of Indonesia, several state leaders, such as Soekarno, Hatta, and Sultan Sahrir, were detained by the Dutch. In response to this, Mr. Syafruddin Prawiranegara met with Teuku Moehammad Hasan to explain the emergency. Finally, they agreed to take important steps to save the country by establishing the Emergency Government of the Republic of Indonesia (PDRI), chaired by Mr. Syafruddin with Teuku Moehammad Hasan as his deputy. Although Syafruddin served as the chairman of the PDRI, Teuku Moehammad Hasan was the person who knew the most about Sumatra [12].

At the request of Teuku Moehammad Hasan, senior Sumatran officials met at around 9 p.m. to travel together to Halaban, near Bukit Tinggi. In Halaban, the PDRI cabinet was declared. During the struggle to defend the PDRI, Teuku Muhammad Hasan and his entourage went from village to village to explain the political situation in the country to the people. He and his

entourage walked from one place to another. During the trip, local officials, such as the sub-district head and assistant district head, hosted Teuku Moehammad Hasan's group. There was even a funny incident in one of the villages where Teuku Moehammad Hasan and his group were treated to a folk festival. Apparently, Teuku Moehammad Hasan could not avoid this because he had served as governor of Sumatra and had full authority. Teuku Moehammad Hasan was involved in Sukarno's government during the Old Order. In February 1959, Teuku Moehammad Hasan chaired the cabinet of interior ministers. According to Teuku Moehammad Hasan, this was a mandate that he carried out to the best of his ability. Teuku Moehammad Hasan carried out this position with full responsibility. For him, being given this position was proof of the trust placed in him.

4. Discussion

4.1 Teuku Moehammad Hasan's thoughts on education

Teuku Moehammad Hasan was known as a fighter who contributed greatly to the development of the nation. He was widely known as a hero and Governor of Sumatra. However, not many people know that Hasan was also a prominent figure in the field of education. His interest in educating the nation's children began when he was studying in the Netherlands. For Hasan, education was an important aspect in bringing progress to his homeland. Hasan completed his studies on time, demonstrating his discipline and focus on learning. Throughout his life, he remained passionate about education despite being busy with the political dynamics of the Republic of Indonesia. In the pre-independence era of the 20th century, Hasan saw that education in Indonesia, especially in Aceh, was very concerning. Fortunately, at that time, there was an organization called the Association of All Aceh Ulama (Persatuan Ulama Seluruh Aceh) which began to initiate several programs to advance education in Aceh (Fatianda, 2022). Through PUSA, led by Teungku Moehammad Daud Beureueh and Tgk. El-Ibrahimi, an *Islamic Normal Institute* school was established as an effort to broaden the horizons of Acehnese students to master both general knowledge and religion [14].

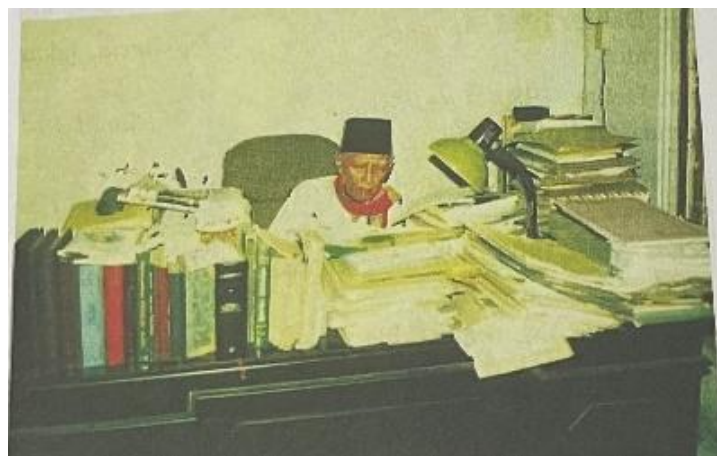


Figure 2. Teuku Moehammad Hasan, at the age of 89, was actively working at his desk
Source: book by Dr. Mr. Teuku Muhammad Hasan

Teuku Moehammad Hasan was an Islamic education thinker and practitioner who made significant contributions to the optimization of Islamic education management in Indonesia. His thoughts covered various aspects, from philosophical foundations to practical implementation, which influenced the development of the Islamic education system in the country [15]. One of the main concepts in Teuku Moehammad Hasan's thinking is the importance of integrating

Islamic values into all aspects of education. For him, education is not only about the transmission of knowledge, but also about shaping character and personality in accordance with Islamic teachings [15]. Therefore, he emphasized the need to align the curriculum with Islamic moral and ethical values and to create a learning environment that encourages attitudes and behaviors in line with religious teachings. From a review of historical literature and in-depth analysis, several ideas and contributions by Teuku Moehammad Hasan in the field of education have been identified. The benefits of these ideas can still be felt today in the development of the nation's children's education. Some of Teuku Moehammad Hasan's ideas on education.

4.2 Initiator of education fundraising

Teuku Moehammad Hasan's prestigious educational background made him aware of the importance of education. After completing his schooling, Hasan successfully initiated a fundraiser for the Learning Fund or scholarships for Acehese youth. In 1929, Hasan officially established the Komite *Atjehsch Studiefonds* (Aceh Study Fund Committee) in Kutaraja. The main objective of this foundation was to advance the Acehese community in terms of educational opportunities that did not conflict with Islam [16]. When Hasan was transferred from Batavia to Medan, he served as *redacteur op het* at the *Bestuurshervorming* office, which was a reform and administration office. Hasan was appointed as the chairman of the *Atjehsch Studiefonds*, which would facilitate Acehese students and youth who had the talent and interest to continue their education but were constrained by costs. The presence of this foundation has significant benefits for Acehese students. Those with high intelligence and enthusiasm for learning are accommodated by this foundation so that more Acehese children can attend school. The main mission of these scholarships is to provide Aceh with quality resources to develop and bring Aceh towards progress [17].

4.3 Establishing the taman siswa school

Teuku Moehammad Hasan once again realized his dedication when established an educational institution called the Taman Siswa School. This school was founded on July 11, 1937, in Kutaraja. In the management of this institution, which was initiated by Ki Hajar Dewantara, Hasan was appointed as chairman, accompanied by Teuku Nyak Arief as secretary. Shortly after its establishment, Hasan sent his representative, Teuku M. Usman el Muhammady, to meet Ki Hajar Dewantara in Yogyakarta. The purpose was to request that Taman Siswa expand its network by opening a branch in Aceh. Based on this request, the Taman Siswa Council sent three teachers, namely Ki Soewondo Kartoprojo and his wife, who was also a teacher, and Soetikno Padmosoemarto, to Aceh. In a relatively short time, Hasan and the Taman Siswa Management in Kutaraja succeeded in opening four Taman Siswa schools in Kutaraja, namely Taman Siswa Anak, Taman Siswa Pemuda, Taman Siswa Menengah, and Taman Siswa Dewasa.

Hasan was also a commissioner of an educational organization called Perkumpulan Usaha Sama Akan Kemajuan Anak (PUSAKA). The purpose of this organization was to establish Dutch-language elementary schools such as Hollandsch-Inlandsche School [4]. This social activity was a form of his contribution to the nation, while he was under strict supervision as a government employee and for possible political activities.

4.4 Minister of education, culture, and instruction

His strong focus on education and his status as an alumnus of schools and universities in the Netherlands led to Teuku Moehammad Hasan being appointed as minister for education, culture and teaching in Indonesia. This appointment was made when Soekarno formed the Emergency Cabinet on December 19, 1948, which lasted until July 13, 1949. The Emergency Cabinet was a

cabinet formed during the Indonesian National Revolution, precisely after the Second Dutch Military Aggression in December 1948. This cabinet was tasked with running the emergency government after the central government in Yogyakarta fell into Dutch hands [18].

This cabinet demonstrated the courage and determination of Indonesia's leaders to defend independence, as well as Indonesia's ability to organize government even under emergency conditions. Despite serving in an emergency, Teuku Moehammad Hasan, as minister, continued to instruct that education and teaching in Indonesia should continue, while still considering security during this military aggression. Hasan believed that education must continue and that Indonesian children must continue to acquire knowledge so that they would have the intellectual resources to lead Indonesia to become a developed country in the future.

4.5 The Establishment of Serambi Mekkah University

The culmination of Teuku Moehammad Hasan's seriousness in the field of education was the establishment of a university named Serambi Mekkah University. He chose this name in reference to the motto of Aceh, which is known as the Veranda of Mecca. Hasan had high hopes for the establishment of this campus, particularly to educate the children of Indonesia, especially the children of Aceh. The history of the establishment of Serambi Mekkah University began with Teuku Moehammad Hasan's decision to establish the Serambi Mekkah Development Foundation (YPSM) on March 23, 1984. This foundation was officially registered in Notarial Deed Number 76 of 1984. After obtaining permission from Kopertis Region I North Sumatra and Aceh, under the auspices of YPSM, Hasan finally established the Serambi Mekkah College (PTSM) with operational permit Number 180/SK.PPS/KOP/1985 dated July 18, 1985 [19]. Shortly thereafter, based on the Decree of the Minister of Education and Culture of the Republic of Indonesia number 0430/O/1987 dated July 23, 1987, PTSM officially obtained registered status. This was very exciting news for Hasan, as his long-awaited dream had finally come true. His dream of educating the nation's children was becoming a reality.

The development of PTSM was quite promising in its early days. Along with its development and the great attention it received from the people of Aceh, as proof of the quality of PTSM's management, since 2000, almost all study programs within PTSM have received "BAN PT Accredited" status. Since its establishment, YPSM has been chaired directly by Teuku Moehammad Hasan until 1999. Through YPSM and PTSM, he has contributed many ideas and focus for the development of higher education. At the time of PTSM's inauguration on September 16, 1985, by the Deputy Governor of the Special Region of Aceh, Drs M. Syah Asyek, PTSM only had two colleges, namely: the College of Teacher Training and Education (STKIP) and the College of Tarbiyah (STIT).

To participate in community needs and development, YPSM established the College of Agricultural Technology (STTP), specializing in agribusiness management, and the College of Industrial Technology (STTI) in 1987. STTI was initially owned by a private educational institution in Banda Aceh, but because the foundation's board of trustees was no longer able to manage it, STTI was transferred to PTSM to be nurtured and developed. After Teuku Moehammad Hasan passed away, YPSM was led by his daughter, Pocut Hajjah Keumalawati, until 2004. Since 2004, YPSM has been led by her father, H.T. Sulaiman Shah (son-in-law of the late DR. MR. H.T. Moehammad Hasan). Under his leadership, YPSM and Serambi Mekkah University have continued to experience significant development, both qualitatively and quantitatively [19].

The first encouraging development occurred in 2002. At that time, all involved parties worked together to address the real needs of the Acehnese community by transforming PTSM into Serambi Mekkah University (USM) based on Ministry of Education and Culture Decision No.

256/D/0/2002 dated October 30, 2002. Subsequently, it expanded to include 23 academic programs under six faculties. The Faculty of Teacher Training and Education (FKIP), Faculty of Engineering (FT), Faculty of Agricultural Technology (FTP), Faculty of Economics (FE), Faculty of Public Health (FKM), and Faculty of Tarbiyah (FATAR), which has now been renamed the Faculty of Islamic Studies (FAI) under the supervision of the Directorate General of Islamic Education, Ministry of Religious Affairs of the Republic of Indonesia.

5. Conclusion

Teuku Moehammad Hasan was a national hero and freedom fighter from Aceh who played a significant role in the independence process of the Republic of Indonesia. After Indonesia's independence, Teuku Moehammad Hasan was appointed as the first Governor of Sumatra by President Soekarno. During the second Dutch military aggression, Teuku Moehammad Hasan was also appointed as the representative of the Emergency Government of the Republic of Indonesia (PDRI) in Bukittinggi, West Sumatra. Teuku Moehammad Hasan is indeed known as a political figure and independence fighter. However, in historical records, he also played a major role in educating the nation's children through education. For him, education was not only about the transmission of knowledge, but also about character and personality building.

Some of Teuku Moehammad Hasan's thoughts and contributions in the field of education include inaugurating the establishment of the Komite Atjehsch Studiefonds (Aceh Study Fund Committee) in Kutaraja. Shortly thereafter, he co-founded an educational institution called Taman Siswa College in Kutaraja in 1937. Thanks to his dedication to education, Hasan was appointed Minister of Education, Culture, and Teaching during the Emergency Cabinet of 1948-1949. Teuku Moehammad Hasan's seriousness in advancing education was proven by the establishment of the Serambi Mekkah Development Foundation (YPSM) in 1984, which was followed by the official establishment of Serambi Mekkah University in 1985. This campus has become a place for Teuku Moehammad Hasan to devote himself to developing the education of the nation's children.

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Authors' contributions and responsibilities

Muhammad Nur: conceptualization, methodology, writing, resources. Septian Fatianda: conceptualization, methodology, writing, resources, original draft. Abubakar: data curation, writing, supervision. Irwan: visualization, data curation, resources. Fitriani: Visualization, data curation, resources. Ida Hasanah: visualization, data curation, resources.

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Availability of data and materials

All data are available from the authors.

Competing interests

The authors declare no competing interest.

Additional information

No additional information from the authors.

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